

Providence
Schools



Roger Williams Middle School School Reform Plan

Transformation Office

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Title I 1003 (g) School Improvement Grant Application
Completed by: Roger Williams Middle School, Providence Public School District
Submitted to: Rhode Island Department of Education

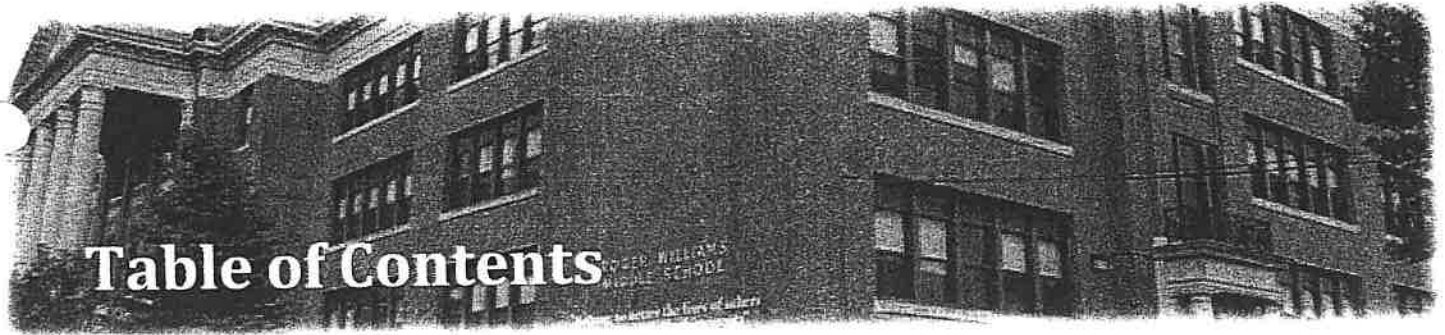


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I. Needs Assessment

School Context

Built in 1932, Roger Williams Middle School serves a diverse population of 733 students in grades six -eight. The school is located on the south side of Providence, Rhode Island.

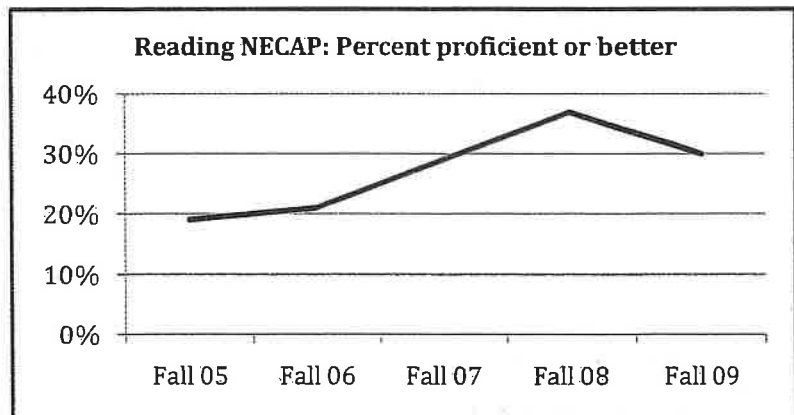
- 94% of students qualify for free and reduced-price lunch.
- 18% of students have Limited English Proficiency (LEP).
- 23% of students have an Individualized Education Plan (IEP).
- The majority (71%) of students are of Hispanic/Latino descent. The remaining students are African American (19%), Caucasian (5%), Asian (4%), and Native American (1%).

Literacy/ELA

Over the past three years ELA proficiency levels at Williams have shown marginal levels of progress. However, there exist stark achievement gaps among several sub-groups of students. In particular, Hispanic, male, and special education students are lagging far behind their peers in ELA and literacy. After a careful review of the data, the school planning team has agreed to the following reasons for the negative trend in ELA among certain subgroups: 1) insufficient instructional time for students, 2) inconsistent implementation of an aligned curriculum framework, 3) inconsistent use of formative and summative assessment data to drive instruction, 4) insufficient time or flexibility to provide interventions and, 5) insufficient common planning time for teachers.

Areas of Strength:

- Students who scored substantially below proficient on the NECAP Reading exam decreased from 48% to 29%.
- Between 2005 and 2008, the percentage of students who scored proficient or better on the NECAP increased (from 19% in 2005 to 37% in 2008).
- On the SAT10, students in all grades performed better on the comprehension part of the assessment, compared to the vocabulary portion.



- Female and Asian student subgroups tend to outperform their peers on the SAT10 exam.
- On the NECAP writing exam, the percentage of students who scored proficient or better increased from 7% in 2006 to 19% in 2008, and percentage that scored substantially below proficient decreased from 59% in 2006 to 41% in 2009.

Areas of Concern:

- NECAP reading scores show that only 30% of students scored proficient or better in 2009. This was down from 37% in the previous year. This ended a four-year positive trend.
- Within the largest ethnic group, Hispanic students, the percentage of 8th grade students scoring proficient or better is decreasing (31% in 2007, 28% in 2008, and 23% in 2009).
- Scores among the African-American subgroup in grade 8 also decreased. The percentage of African-American students scoring proficient or better fell from 48% in 2008 to 32% in 2009.
- SAT10-scores have remained relatively flat over the past three years in reading.
- On both NECAP and SAT10, LEP students and those with an IEP scored far below the school average.
- ACCESS data for ELL students (literacy scores) showed a negative trend in the percentage of 8th grade students achieving the *Expanding* or *Developing* levels (38% in 2007-2008 to 25% in 2008-2009, 17% in 2009-2010). None of the ELL students achieved the *Bridging* or *Reaching* levels in 2009-2010.

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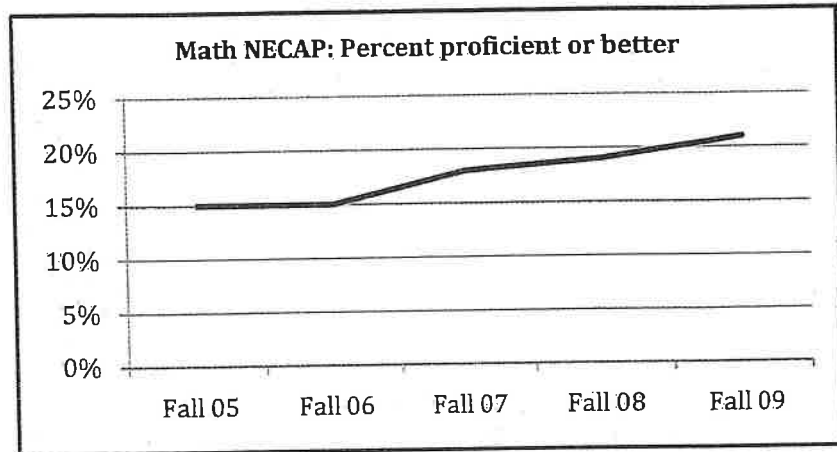
Mathematics

NECAP and SAT10 data show lack of progress in mathematics proficiency over the past several years. The school planning team notes the following reasons for lack of progress: 1) insufficient instructional time for students; 2) inconsistent implementation and teaching to an aligned curriculum, 3) insufficient use of formative assessments by teachers, 4) lack of vertical and horizontal alignment among math classes, 5) insufficient differentiation of instruction based on specific, targeted student needs, and 6) insufficient common planning time and professional development for teachers.

Areas of Strength:

- Over the past five years, the percentage of students scoring proficient or better on the NECAP increased from 15% in 2005 to 21% in 2009. During that same timeframe, the percentage of students scoring substantially below proficient decreased from 66% to 58%.

- SAT10 data showed that 7th grade students performed best on the problem-solving portion of the exam.
- Sixth grade students have shown consistent improvement on the problem-solving and procedures portions of the SAT10.



Areas of Concern:

- The mean scores from the NECAP for the past three years indicate a flat trend at all grade levels.
- Students with IEPs performed far below the school average on the NECAP. In 2007-2008, 18% of students scored proficient or better, compared to 4% of students with IEPs reaching that same level.
- Based on SAT10 mean scores, 6th grade students trailed in comparison to their 7th and 8th grade counterparts.
- Male students generally perform worse than female students.
- 29% of math teachers completed their professional development hours in 2009-2010, which is far below the district average of 37%.

Parent and Community Engagement

Only 88 parents (from a student body of 733) returned their parent surveys in 2009. Though the school is able to attract a large number of parents to sporadic, big events throughout the year, there is a lack of sustained parent and community engagement.

Areas of Strength:

- Parent and Community Survey results show that parents feel supported by the school. Parents note good parent-school communication, feel welcomed to volunteer at the school, are provided with information to support learning at home, and are encouraged to participate in collaborative decision-making around issues affecting the school.
- Based on Teacher Surveys results, teachers feel that they have parental support.
- Between 100 to 200 parents attended the following events: Sixth Grade Orientation, Roger Williams Open House, School Report Card Night, and Turkey Dinner Night.
- Various tools are used to inform parents of schools events, such as Parent Link, newsletters, fliers, Connect Ed messages (in English and Spanish), and personal invitations from staff.

Areas of Concern:

- Parents are not represented on the School Improvement Team and Parent Advisory Committee (PAC).
- The PTO is not active.
- Although teachers agree that they have parental support, the mean score for this was 2.5 (on a scale of 1 to 4), compared to the district mean middle school score of 2.9.

	2005-06	2006-07	2007-08	2008-09	2009-10
Attendance	87%	88%	89%	89%	89%
Tardiness	10%	11%	10%	9%	9%
Mobility	28%	31%	27%	32%	n/a
# disciplinary infractions	1145	1317	1084	1037	n/a
In-school suspensions	551	337	287	363	n/a
Out-of-school suspension	595	981	799	363	n/a

School Environment

Over the past three years, attendance has improved and the number of disciplinary infractions has decreased.

Areas of Strength:

- Attendance rates have improved over the past five years from 87% in 2005-2006 to 89% in 2009-2010.
- Tardiness has decreased over the past four years from 11% in 2006-2007 to 9% in 2009-2010.
- Violent disruptions have decreased in the past three years from 21% in 2006-2007 to 15% in 2008-2009.
- The number of out-of-school suspensions decreased from 981 in 2006-2007 to 678 in 2008-2009. The total number of infractions also decreased from 1317 to 1037 during that same timeframe.

Areas of Concern:

- Students did not participate in SurveyWorks!; therefore, we do not have students' perceptions of the school environment.
- The student mobility rate in 2008-2009 of 32% is above the district-wide average of 29%.
- In-school suspensions have increased from 287 in 2007-2008 to 363 in 2008-2009;

II. Governance

As part of the restart model, Roger Williams will be led by a turnaround principal with a successful track record of improving student achievement. The turnaround principal will convene a school-level leadership team responsible for improving student achievement and all other aspects of school performance in order to attain student and school success. The leadership team shall use a collaborative decision-making model in all aspects of school operations, especially instruction.

Upon selection of the new school faculty, school leaders will conduct a process to identify the chief learning representative, teacher-leaders and additional members of the leadership team.

In fulfilling its responsibility, the Leadership Team shall have the ability to:

- i. Through the UP! Executive Board, seek a waiver from the Providence School Board to function outside district policies and procedures.
- ii. Operate outside the district-wide collective bargaining agreements
- iii. Utilize alternate hiring policies/procedures to select all staff for the school.
- iv. Design the school's learning model building upon the Aligned Instruction System.
- v. Implement a professional development program to support the Aligned Instruction System which can be tailored to individual school's needs.
- vi. Implement a RIDE approved teacher evaluation model.
- vii. Implement alternative school and work schedules.
- viii. Utilize flexible funding procedures to strategically align resources to meet goals and expend all funds which comprise the school-based budget.
- ix. Establish mechanisms to resolve curriculum, staffing and operational issues within the context of the school intervention plan at the school level.

The school principal will be responsible for demonstrating a distributed and collaborative leadership style. Disputes, differences or impasses over the exercise of the Leadership Team's authority or in reaching consensus on decisions shall be resolved among the members of the Leadership Team in a good faith and collaborative manner. In the rare instance a dispute is not resolved by the Leadership Team, the Building Principal shall have the authority to resolve the matter. If the Leadership Team is not satisfied with the resolution, the Leadership Team may request assistance from the EMO to resolve the dispute.

III. Strategic Goals Overview

Over the course of the three-year School Improvement Grant period, Roger Williams will focus on improvements in three key areas. In order to produce significant gains in these areas with the highest demonstrated need, Roger Williams' administrators and staff will

target resources and efforts appropriately. Administrators will use these three goals as levers for improvements in other areas by modeling effective programming, fidelity in execution, appropriate resource allocation, and effective use of data and interventions. The following three sections provide further detail regarding targeted strategies for each of the three goals.

Activities	Indicators or Metrics
<div data-bbox="180 512 245 611">1</div> <div data-bbox="297 533 1414 632"> Improve ELA proficiency and close achievement gaps for Hispanic, male, and special education students. </div> <div data-bbox="297 688 820 1304"> <ul style="list-style-type: none"> 1.1. Extend school year for teachers 1.2. Extend school day for teachers and students 1.3. Implement new ELA curriculum 1.4. Hire Literacy Coach for Teachers 1.5. Hire ELL Coach for Teachers 1.6. Hire Expanded Learning Site Facilitator 1.7. Expand opportunities for extended learning time 1.8. Monitor fidelity in the implementation of the curriculum 1.9. Identify teacher leaders to provide targeted mentoring/ coaching 1.10. Implement the new district-wide curriculum (aligned with RI's Grade-Level Expectations) 1.11. Institute common planning time </div>	<ul style="list-style-type: none"> • NECAP, SAT10, DIBELS, and ACCESS data - aggregated and disaggregated • Ongoing plan for PD • Teacher attendance at PD and common planning sessions • Literacy Coach, Reading Specialists, and Extended Learning Director hired • Walkthroughs/Fidelity of Reading Street implementation • Use of data and CARA cycle • Updated school schedule
<div data-bbox="175 1367 245 1465">2</div> <div data-bbox="305 1388 1133 1440"> Improve math proficiency for all students. </div> <div data-bbox="305 1486 824 1898"> <ul style="list-style-type: none"> 2.1. Extend school year for teachers 2.2. Extend school day for teachers and students 2.3. Implement the new district core math curriculum 2.4. Hire Math Coach 2.5. Hire Expanded Learning Site Facilitator 2.6. Provide extended learning 2.7. Monitor fidelity in the implementation of the curriculum 2.8. Identify teacher leaders to provide </div>	<ul style="list-style-type: none"> • NECAP, SAT10, DIBELS, and ACCESS data • Ongoing PD and attendance at PD and common planning sessions • Math Coach, Math Specialists, and Extended Learning Director hired • Walkthroughs/Fidelity of math curriculum implementation • Use of data and CARA cycle • Updated school schedule

3

Increase level of parent leadership on key school policies

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|--|---|
| <ul style="list-style-type: none">3.1 Assess parents' needs and gather input3.2 Institute parent-led uniform policy3.3 Appoint a family and community outreach specialist3.4 Develop and sign a home/school compact3.5 Establish PTO and monthly workshops, activities, meetings3.6 Create an annual summer parent retreat3.7 Hire Communication Outreach Specialist | <ul style="list-style-type: none">• Number of PTO meetings held• Number of parent events held• Attendance at PTO meetings and parent events• Number of parent volunteer• Parent satisfaction survey data• Distribution and explanation of student report cards• Number of parent workshops held, topics discussed, attendance, and feedback survey• Enrollment and progress in family literacy/ESL classes |
|--|---|

III. Goal 1: ELA Proficiency

1 Improve ELA proficiency and close achievement gaps for male, Hispanic, and special education students.

- 1.1 Extend school year for teachers
- 1.2 Extend school day for teachers and students
- 1.3 Implement distributed leadership model
- 1.4 Implement new ELA curriculum
- 1.5 Hire Literacy Coach for Teachers
- 1.6 Hire ELL Coach for Teachers
- 1.7 Hire Expanded Learning Site Facilitator
- 1.8 Expand opportunities for extended learning time
- 1.9 Monitor fidelity in the implementation of the curriculum
- 1.10 Identify teacher leaders to provide targeted mentoring/ coaching

Extend School Year for Teachers

A careful consideration of the data illustrates the need for additional time for teachers to collaborate, analyze data, and plan instruction. In addition, given the roll-out of the new ELA curriculum, RWMS teachers will need additional time for PD. To this end, beginning in the 2011-2012 school year, teachers selected to teach at RWMS will agree to ten extra work days.

Extend School Day for Teachers and Students

A careful consideration of the data shows insufficient time for core instruction in reading and math. Given the focus on ELA and math for the coming year, all students will be scheduled a double-block of both subjects. To accommodate the double-block of ELA and math, the following schedule will be adopted for the school beginning in the 2011-2012 school years:

Proposed Roger Williams Middle School Schedule

	Mon	Tues	Wed	Thurs	Fri
Student Schedule	8:15-3:45	8:15-5:00 2:30-5:00 (Providence Afterschool Alliance)	8:15-3:45	8:15-3:45	8:15-3:45
Teacher Schedule	8:00-4:00	8:00-5:00	8:00-4:00	8:00-5:00	8:00-4:00
Common planning time by subject and		2:30-5:00		3:45-5:00	

New ELA Curriculum and Class Schedule

The majority of students at Roger Williams are not proficient readers. NECAP Reading scores show that only 30% of students scored proficient or better in 2009. This was down from 37% in the previous year. Adding to this problem is a growing achievement gap. Within the largest ethnic group, Hispanic students, the percentage of 8th grade students scoring proficient or better is decreasing (31% in 2007, 28% in 2008, and 23% in 2009). Scores among the African-American subgroup in grade 8 also decreased. The percentage of African-American students scoring proficient or better fell from 48% in 2008 to 32% in 2009.

On both NECAP and SAT10, LEP students and those with an IEP scored far below the school average. ACCESS data for ELL students (literacy scores) showed a negative trend in the percentage of 8th grade students achieving the *Expanding* or *Developing* levels (38% in 2007-2008 to 25% in 2008-2009, 17% in 2009-2010). None of the ELL students achieved the *Bridging* or *Reaching* levels in 2009-2010.

Roger Williams will implement the new district core ELA curriculum, which was developed by Providence Public School teachers in partnership with the Charles A. Dana Center. The new core curriculum is aligned to Grade-Level Expectations (GLEs) and includes suggested common assessment for regular progress monitoring of student learning. Additionally, the new core ELA curriculum utilizes Glencoe Literature and core novels.

While the Glencoe program only requires 53-minute ELA periods, Roger Williams will institute a mandatory double block of ELA and math for all students in order to ensure sufficient time for intervention.

In-School Interventions

Faculty and Administrators will use NECAP, SAT10, and formative assessment data to place students in three tiers; these tiers will reflect the level of support that each student requires (i.e., Tier I students will be the highest-performing students, Tier III students will represent the weakest-performing students).

Tier II students require targeted interventions. These students will be scheduled for the America's Choice Literacy Navigator in addition to their core English class. Tier II students will receive two period of ELA instruction per day. The Literacy Navigator program focuses on developing student comprehension skills and utilizing informational text. Tier III students require intensive intervention. These students will receive a double-block of ELA, which will replace the core ELA class. Tier III students will use the Language! program by Sopris West. A placement test will be administered, and students will be placed in the appropriate level of the program. The levels are designed to support students who are significantly behind (those two or more grade levels below in reading).

This tiered instructional format is critical at Roger Williams. The achievements gaps between subgroups of students underscore the importance of differentiated instruction. Tier II and III programs will provide remedial instruction, additional adult support, more appropriate and more appropriately paced content, and additional seat time. The school will invest in additional ELA staff to work with Tier II and III students, in particular. A new Literacy Coach will work with all teachers to improve their ELA instruction. Three new Reading Specialists will work one-on-one with Tier III students (see fuller description of these new positions below).

Literacy Coach and Reading Specialist

A new Literacy Coach will be added to assist in monitoring teachers through daily classroom walkthroughs. The Coach will also provide on-site professional development and assist teachers in incorporating technology into the classroom. More importantly the Coach will interpret and share assessment data in a user-friendly way so that all teachers can use data to drive instruction.

The district will hire three new Reading Specialists to assist in instructing students who are substantially below proficient in reading (Tier III students). A Reading Specialist will be assigned to each grade. The Specialists will demonstrate the ability to use research-based strategies to improve reading instruction and raise student achievement. Specialists will provide intensive small group and one-on-one support for low-performing students during school, after school, on Saturdays, and during the summer. Reading Specialists will

regularly administer formative assessments to diagnose weaknesses and monitor the progress of these students.

Common Planning Time, PD, and Teacher Monitoring

Given aforementioned and dramatic changes to the curriculum and school schedule, it will be important to provide teachers with adequate support and to build capacity within the school building. Starting in January 2010, students were released at 1:45 PM every Tuesday to allow for collaborative teacher meetings within each department. Teacher leaders in ELA, mathematics, science, and social studies worked with members of their departments, as well as elective teachers, ELL teachers, and special education teachers. Faculty members will use the early release time once a week for the following:

- Collaborative unit planning,
- Monitoring student success,
- Examining student work,
- Training on the advisory period, and
- Engaging in reflective conversations.

Literacy Navigator and Language! teachers will periodically attend trainings during this time to support planning and implementation. Faculty members will be expected to attend faculty meetings twice a month. The objectives of the meetings will be to:

- Review data,
- Develop action plans to address data trends,
- Learn how to create a professional learning community,
- Become familiar with differentiating in the classroom,
- Describe characteristics of effective co-teaching, and
- Establish strategies that would lead to better classroom management in the classroom.

Faculty members will engage in mandatory professional development days at the school. Professional development days will occur on a quarterly basis. The professional development days will cover professional learning communities, differentiation, co-teaching, and classroom management. Paraprofessionals will also take part in these professional days and learn how to effectively support the teachers that they work with in the classroom. Roger Williams Middle School will provide an Annual Summer Leadership Retreat for all educators. The retreat will last 1 week, and it center on the following areas – professional learning communities, differentiation, co-teaching, and classroom management.

Administrators and coaches will provide teachers with the resources and training needed to be effective in the classroom. In order to ensure reciprocal accountability, the

Leadership Team will conduct daily classroom walkthroughs. These will be used to ensure fidelity in the implementation of the new curriculum and standardized pacing.

Double Block ELA, AfterZone Program

In-school interventions coupled with a strong school-wide instructional program will help ensure progress towards the school goal of improved ELA proficiency. Given that the majority of students are currently far behind where they need to be to hit this proficiency benchmark, the double-block of ELA will require students to earn their extra-curricular credits (arts, music, computers) afterschool in extended learning time.

With the assistance of Providence After-School Alliance (PASA), Roger Williams will provide an extended school day to increase learning time in order to support the academic growth of all students. The extended day will occur during three sessions: Fall, Winter, and Spring. This program will be open to all students but will target 450 students who need support in academics, attendance, and discipline. A newly-hired Expanded Learning Site Director will assist the principal in monitoring the effectiveness of the extended school day.

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overly
ambitious*

The Providence After School Alliance currently operates the AfterZone, in partnership with the school, PPSD, the Boys & Girls Clubs of Providence, and City Year Rhode Island. AfterZone has been offered since the 2005-2006 academic year. All students in grades 6 to 8 are eligible to participate, and the AfterZone is free-of-charge. The AfterZone runs on Mondays through Thursdays from 2:35 to 5:00 PM. Transportation is provided home at the end of the day. In 2009-10, 344 students participated in the AfterZone. AfterZone programs are led by a variety of Program Providers, drawn from 20 to 30 community-based non-profit organizations from the Greater Providence area. Some programs run on-site at the school, while other programs happen off-site at community locations.

The AfterZone contains both academic and enrichment programs. Academic programs focus on STEM-related activities. For example, "Bootstrap" is taught by Brown University graduate students and uses algebraic equations to teach youth to create their own computer videogames. "Explore the Bay" is a marine exploratory program which uses science-based hands-on learning projects to increase students' knowledge of Narragansett Bay. "Pets & Vets" incorporates biology and zoology, and "Science Alliance" provides science exploration projects in conjunction with the Roger Williams Park Natural History Museum. "Club AfterZone" is led by teams of City Year and AfterZone staff, who create daily grade-specific lesson plans to incorporate hands-on learning activities in science, math, and language arts. Enrichment programs include Youth Producers movie-making, Dance Jam, Latino Roots music and dance, Action Illustrator, Tennis, Clay Studio, and Bling Bling jewelry-making. A variety of sports programs are led by Student Resource Officers. These programs promote not only health and fun, but are also a strategy for SAOs (Student Affairs Office) to build relationships with students, with special concern for those students who might need extra support or who are most at risk of behavior incidents and socialization issues.

SES (Supplemental Education Services) programs offered after school include those run by VIPS (Volunteers in Providence Schools), The Princeton Review, B.E.S. Tutoring, and Bear Paws (through Brown University). Students in SES programs are able, if they choose, to participate in SES from 2:45 to 4:00 PM and then in the AfterZone from 4:00 to 5:00 PM.

Benchmarks

Reading Goal (1): Increase the percentage of students in grades 6-8 in the proficient range in NECAP reading from 30%-70% by 2012

Baseline data and annual targets				
	2009	2010	2011	2012
		Target	Target	Target
Proficient	30%	40%	55%	70%

Writing Goal (1): Increase the percentage of students in grades 6-8 in the proficient range in NECAP reading from 30%-70% by 2012

Baseline data and annual targets				
	2009	2010	2011	2012
		Target	Target	Target
Proficient	19%	33%	50%	70%

Goal I Implementation Timeline

Year 1	<ul style="list-style-type: none"> Change schedule to include extended time, double-blocks ELA Institute new curriculum PD for teachers on new curriculum Program evaluation in year 1
Year 2	<ul style="list-style-type: none"> Refine PD for curriculum Use to data to refine teaching practice Additional, targeted PD for teachers based on need
Year 3	<ul style="list-style-type: none"> Refine PD for curriculum Use to data to refine teaching practice Additional, targeted PD for teachers based on need

IV. Goal 2: Math Proficiency

2

Dramatically increase math proficiency.

- 2.1 Extend school year for teachers
- 2.2 Extend school day for teachers and students
- 2.3 Implement the new district core math curriculum
- 2.4 Hire Math Coach
- 2.5 Hire Expanded Learning Site Facilitator
- 2.6 Provide extended learning
- 2.7 Monitor fidelity in the implementation of the curriculum

*Note: Many of the math strategies mirror those that will be employed for ELA (e.g., common planning time, professional development, use of data); therefore, please reference the appropriate sections under Goal 2: ELA Proficiency for a fuller description of their use and implementation in mathematics.

New Math Curriculum

Math proficiency levels at Roger Williams are also low. The mean scores from the math NECAP for the past three years indicates a flat trend at all grade levels. As with ELA, there is a noticeable achievement gap in math performance. Students with IEPs performed far below the school average on the NECAP. In 2007-2008, 18% of students scored proficient or better, compared to 4% of students with IEPs reaching that same level. Male students generally perform worse than female students. Some data suggest that math performance is worsening; based on SAT10 data, 6th grade students trailed in comparison to their 7th and 8th grade counterparts based on mean scores. Weak math performance may also be attributable to weak math instruction; 29% of math teachers completed their professional development hours in 2009-2010, which is below the district average of 37%.

In 2009-2010, Roger Williams implemented the new guaranteed and viable district math curriculum. The new district core math curriculum was developed by Providence School teachers in partnership with the Charles A. Dana Center and is aligned to GLEs. CMP 2 and manipulatives will be used as instructional resources to support the implementation of the core math curriculum in grades 6-8.

The standards-based curriculum provides system-wide consistency, which is important in a district with such high mobility rates between schools.

The curriculum offers grade-specific math books for teachers (excerpt provided at right for Grade 4). These books provide teachers with a yearly overview, scope and sequence, unit materials, RI's GLEs and GSEs, research-based instructional strategies, key vocabulary, and NECAP itemization. The District Curriculum Frameworks are part of a district-wide initiative to "increase student achievement in PPSD by aligning curriculum, instruction, and assessments to state standards." The new curriculum defines both the content (what the students have to learn) and the performance standards for that content (how well they have to learn it). The District Framework stops short of providing teachers with daily lesson plans; therefore, it does not eliminate the need for lesson planning. Similarly, it does not replace textbooks.

Excerpt from:

Grade 4 Mathematics

Yearly Overview

Quarter 1 (9/1/10 to 11/12/10)

Unit	Days	Unit Title and Essential Questions
1.1	8	Comparing and Ordering Numbers <ul style="list-style-type: none"> • What are some ways to represent numbers up to 999,999? • What are strategies for comparing and ordering numbers? • How can you round numbers? • When is estimation appropriate? • How are decimals related to money? • What are some ways to compose a number?
1.2	8	Adding and Subtracting Whole Numbers <ul style="list-style-type: none"> • How can you use mental math to add and subtract? • How can you estimate sums and differences of whole numbers? • How can you determine what information is missing and needed to solve a problem? • How can you add whole numbers? • How can you subtract whole numbers? • What strategies do you use to subtract from multiples of 100? • How can a bar diagram help you to solve addition and subtraction problems?

Math Interventions, Math Coach, and Math Specialists

A Math Coach and three Math Specialists will parallel those same positions in reading. The new Math Coach will assist in monitoring teachers through walkthroughs. He/She will also provide on-site professional development and help teachers increase their use of technology in the classroom. The Coach will be responsible for math-related data analyses and presenting data in user-friendly ways.

Three new Math Specialists will be hired (as part of the district's local budget) to support students who are substantially below proficient in math (Tier III students). A Specialist will be assigned to each grade. Specialists will work with small groups of students and provide one-on-one support for low-performing students during school, after school, on Saturdays, and during the summer. Math Specialists will regularly collect formative assessment data to monitor the progress of these students.

Use of Data

Roger Williams will use the CARA (Collect, Analyze, Reflect, Act) model for all decision-making. In doing so, Roger Williams will create a data-driven culture amongst faculty and staff. The Principal, Reading Coach, and Math Coach will interpret and share assessment data in a user-friendly format so that teachers can use the data to improve teaching and learning. Based on the data, faculty and administrators will collaboratively create plans to address every student's academic needs. Staff will pinpoint the exact areas where students are "off-track," apply necessary interventions, and monitor progress in those areas.

The Principal will conduct a comprehensive and in-depth analysis of the school's data, including student achievement data, instructional practice data, and trend data. This analysis will include a baseline understanding of teaching and learning strengths and needs, and inform questions about practice that will frame walkthroughs to provide common instructional data collected in a consistent way. As noted, data will be collected frequently and presented in a user-friendly way. The Principal will establish a data wall to publicly monitor student progress.

Benchmarks in Math

Math Goal (1): Increase the percentage of students in grades 6-8 in the proficient range in NECAP reading from 30%-70% by 2012

<i>Baseline data and annual targets</i>				
	2009	2010	2011	2012
		Target	Target	Target
Proficient	21%	35%	50%	70%

Goal II Implementation Timeline	
Year 1	<ul style="list-style-type: none"> • Change schedule to include extended time, double-block Math • Institute new curriculum • PD for teachers on new curriculum • Program evaluation in year I
Year 2	<ul style="list-style-type: none"> • Refine PD for curriculum • Use to data to refine teaching practice • Additional, targeted PD for teachers based on need
Year 3	<ul style="list-style-type: none"> • Refine PD for curriculum • Use to data to refine teaching practice • Additional, targeted PD for teachers based on need

V. Goal 3: Improve Parent and Community Engagement

3 Improve parent and community engagement.

- 2.1 Assess parents' needs and gather input
- 2.2 Institute Parent-Led Student Uniform
- 2.3 Hire Americorp family and community outreach workers
- 2.4 Develop and sign a home/school compact
- 2.5 Establish PTO and monthly workshops, activities, meetings, etc.
- 2.6 Create an annual summer parent retreat

Assess parents' needs and gather input

Given that only 88 out of 733 parents responded to the latest parent survey, the first step to engage parents will be to assess their needs, concerns, and input. The RWMS staff will begin its parent engagement process by re-thinking how to elicit parent feedback and parent needs through methods like focus groups and social events that bring parents on-site and start meaningful dialogue. Once more data has been gathered, the school leadership will create a comprehensive strategic plan to engage and involve parents in the school.

Institute Parent-Led Student Uniform

One consistent request from parents throughout all survey and focus group data is their interest in having students wear a school uniform. The new school leadership team will work with parent volunteers to orchestrate a new school uniform policy that is led by parents.

Community Outreach Workers

A community outreach worker funded through the Americorps program will be hired to assess and improve the school's outreach to parents. The outreach worker will help to establish an active Parent Teacher Organization; he/she will help the PTO chairperson facilitate and advertise PTO meetings. With support from the Principal and PTO, he/she will draft the Family Engagement Plan, plan monthly parent workshops, maintain ongoing communication with parents, and supervise the Parent Zone. The Outreach Specialist will maintain an active presence in the community by participating in community events and participating in meetings for local community-based organizations. That way, this person will serve as a linking agent between the school, parents, and the community.

Ideally, this person will be bilingual. His/Her office will be adjacent to the PTO office; parents will be encouraged to schedule one-on-one meetings with the community outreach worker. He/She will offer parental supports and link parents to local agencies that will address family's needs (e.g., medical, etc). The outreach worker will also serve as a liaison between faculty and parents. He/She will facilitate meetings between parents and teachers, if necessary. *See change in box

The community outreach worker will be responsible for all school communications to the "outside world" including brochures and marketing materials, information for prospective parents, and updating the school website.

The community outreach worker will spearhead a new monthly newsletter to provide parents with information about upcoming school events and parenting tips, as related to their child's education. This will be in addition to regular fliers sent home with students. The PTO office at the school will also house a number of informational brochures and documents for parents. The community outreach worker will also explore opportunities for online communication with parents.

Home/School Compact

The community outreach worker will help communicate and develop a home/school compact to be signed by every parent and student at RWMS. The compact will establish reciprocal obligations and commitments on the part of the parent and student. (Additional compacts will be established for teachers).

Benchmarks for Goal #3

1. Show increase in parent satisfaction surveys
2. Successful roll-out of student uniform policy
3. Show increase in participation at a minimum of two parent workshops out of 10
4. Develop communications materials and PR campaign
5. Align community partnerships for students

Monthly Parent Workshops, Special Events, and Parent Resources

With the support of the parent and community outreach workers, the PTO will plan monthly parent workshops designed to equip parents with strategies and resources to become involved in their child's education. The workshops will highlight a different topic each month, but will share the overarching goal of making sure that parents feel empowered to effectively help their child. Examples of proposed workshops include:

- English courses for parents (through Dorcas Place)
- Family Literacy Night—Teachers work with parents to show them how to guide their children in reading
- Family Math Night—Teacher review basic math skills and provide parents with ideas of fun, everyday games that incorporate math skills.

The PTO will work closely with other community-based organizations. For example, the PTO will work with Rhode Island Parent Information Network (RIPIN). RIPIN works to provide “information, support, and training to help all Rhode Islanders become their own best advocate at school, in healthcare ... in all areas of life.” RIPIN offers print materials and parent workshops, and the PTO will work collaboratively with RIPIN to advertise these opportunities and host events at Roger Williams.

Summer Parent Retreat

During the summer, the community outreach specialist will coordinate an orientation for new parents of incoming 6th graders.

Goal III Implementation Timeline	
Year 1	<ul style="list-style-type: none">• Conduct thorough needs assessment of parents• Hire stipended Americorps volunteers for community outreach• Write parent/community engagement plan• Institute uniform policy
Year 2	<ul style="list-style-type: none">• Deliver community outreach plan• Continue to deliver uniform policy, engage parents in implementation challenges• Parent workshops, parents courses, parent leadership activities
Year 3	<ul style="list-style-type: none">• Deliver community outreach plan• Continue to deliver uniform policy, engage parents in implementation challenges• Parent workshops, parents courses, parent leadership activities

V. Accountability and Evaluation

Benchmarks for Success

The benchmarks referenced above serve as a mechanism for both internal and external accountability (See attached SIG application benchmarks for more detail on benchmarks).

Teacher Evaluation

In the spring of 2011, RIDE will provide a new system of teacher evaluation to be piloted in the UP! schools. The new system is the result of a collaboration between AFT Rhode Island and RIDE.

Principal Performance Metrics

PPSD has recently rolled out a new evaluation system for school leadership. Roger Williams Principal will be held to the following performance metrics:

Principal Performance Metrics

School Name: Roger Williams Middle School Principal: Brearn Wright

Addressing Teacher Evaluation

	Baseline	2010-2011
% Completed	4 of 6 (66.7%)	100%

Addressing Attendance Behavior

Grades 6-8	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Attendance	89.4%					95%

Addressing Student Mastery of Standards

NECAP Percent Proficient						
Grades 6-8	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Reading	30%					90%
Mathematics	20%					77%
Science	0%					79%
Alternate Assessment (RIAA) - Percent Proficient						
Grades 6-8	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Reading	0/0 (NA)					90%
Mathematics	0/0 (NA)					77%
Science	0/0 (NA)					79%

Addressing Achievement Gap - Testing Year*

Reading

Groups Compared	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Hispanic - White	2					1
Black - White	4					2
Free/reduced - non free/reduced	4					2
With IEP - without IEP	26					13
ELL - non ELL	24					12

Mathematics

Groups Compared	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Hispanic - White	5					2
Black - White	2					1
Free/reduced - non free/reduced	6					3
With IEP - without IEP	20					10
ELL - non ELL	22					11

*calculated as % of students at Performance Levels 3 + 4 for group one minus % of students at Performance Levels 3 + 4 for group two.

**less than ten students in group 1 or 2.

VII. People, Time, and Resources

The success of the restart model at Roger Williams Middle School is predicated on new flexible staffing policies, the addition of a few critical coaching positions, extended time for students and teachers, and a few high-impact programmatic resources. For greater detail, please reference the SIG budget.



People

New staff, increasing school capacity to meet the needs of students and their families.

- **Turnaround Principal.** To lead to the transformation of Roger Williams Middle School into a high-performing school (funding from existing local budget)
- **Hire Literacy Coach for Teachers**
- **Hire Math Coach for Teacher**
- **Hire ELL Coach for Teachers**
- **Hire Expanded Learning Site Facilitator**
- **Stipended AmeriCorps volunteers for parent and community outreach**



Time

Additional time for teaching and learning.

- **Extended school year**—10 additional days for teachers
- **Extended school day**-extended school day for teachers and students



Resources

Access to resources that are critical to the transformation process.

- **Extend Providence Afterschool Alliance (PASA) program**
- **Technology support**